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ABSTRACT

The manual outlines some suggestions to assist the teacher-coordinator in organizing and administering adult distributive education programs. Suggestions are offered for determining community needs; instructing the adult learner; selecting instructors; promoting the program; evaluating the program; and designing, implementing, and evaluating learning experiences. The manual also includes a checklist of activities for organizing an adult distributive education program, a discussion of the role of the advisory committee, a worksheet for stating learning objectives, and discussion of timing and duration of the program. Various teaching techniques are briefly discussed with a consideration of how the techniques might be matched to behavioral outcomes. Several possibilities for adult distributive education courses are offered, along with a list of brief course descriptions. In summary, the characteristics of successful adult distributive education programs are enumerated. The manual also includes a listing of the secondary distributive education programs in Nebraska. A one-page bibliography completes the document. (NJ)

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EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT ADULT DISTRIBUTIVE EDUCATION*

A Collection of Suggestions
for the Organization and Administration of
Adult Distributive Education

Developed under a contract with the Vocational Division of the Nebraska State Department of Education, Lincoln, Nebraska. August 1975.

Developed by
Barbara Schoenrock, Research Assistant
University of Nebraska-Lincoln

*but were afraid to ask

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWARD

It is probably safe to say that nearly all communities in Nebraska have some kind of need for the training of adults in some phase of the distributive occupations. It is equally safe to say that these same communities have at their disposal the necessary resources with which to conduct the necessary training programs. The only remaining task is to bring the resources together to meet the community needs through an effective training program.

You, as a teacher-coordinator of distributive education, have a unique opportunity to carry out this task. You, and perhaps you alone, are in a position to discover the needs present in your community and to collect the resources that will combine in an effective program designed to meet those needs. The need is there; the resources are there; you are there and faced with an opportunity to make an important contribution to your community and to your field.

You need not feel alone in this endeavor. This manual outlines some suggestions for organizing and administering adult distributive education programs, and is designed to aid and assist you in your efforts. Your fellow teacher-coordinators are facing a similar situation, and many times a joint effort can be to the benefit of everyone. The task, after all, is one which you are well equipped to handle, and the prospects are certainly there for a most rewarding experience for all concerned.

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Portions of the material in this manuscript have been adapted or paraphrased from other documents in the realm of adult and distributive education. Many of the sources' origins are unclear and authors anonymous. Nevertheless, credit is extended to those individuals and organizations responsible for the development of these materials.

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THE NATURE OF ADULT DISTRIBUTIVE EDUCATION

Definition

What is the definition of adult distributive education?

Adult distributive education is designed to prepare adults for entry and advancement in distributive occupations or in occupations requiring distributive competencies. Adult distributive education includes two kinds of instruction, preparatory instruction and supplementary instruction.

Preparatory instruction is designed for: unemployed out-of-school youth and adults; employed youth and adults who wish to change to a distributive occupation; and youth and adults employed in an occupation requiring some distributive competencies.

Supplementary instruction is designed for employed youth and adults for the purpose of: providing a memory refresher to a distributive worker returning to his job; providing for the up-dating of a distributive worker's knowledge and skills; providing for the upgrading of a distributive worker's competencies so that he may become more productive in his present job or become prepared for advancement in the distributive field.

Adult distributive education programs should be geared to meet each individual's needs, abilities, and interests, and so it is possible for these programs to provide a complete range of learning opportunities from short courses for special needs to comprehensive programs covering a longer period of time.

Need for Adult Distributive Education

Why is distributive education for adults necessary?

Technological change, increased use of automation, changing ownership patterns, increased credit buying, changes in consumer buying habits, and emphasis on service merchandising combine to demand intensified efforts in preparing qualified manpower. The adult distributive education program provides one medium for accomplishing the preparation of qualified manpower to meet these demands.

Distributive education programs for adults are designed to meet the needs of out-of-school youth and adults who are employed, underemployed, or unemployed, but whose circumstances prevent or hinder regular full-time school attendance. Instruction is provided for those who wish to enter a distributive occupation, to improve in their present job, to change to a related type of work in distribution, or to open a business of their own. Adult instruction, based on these objectives, constitutes an essential element in the total program concept of distributive education.

ORGANIZING ADULT DISTRIBUTIVE EDUCATION

Devices for Organizing Adult Programs

Where do I start?

A checklist or schedule of activities can be a helpful aid in deciding what steps to take in what order in organizing the program. A suggested checklist for organization is presented here. You may use it as it appears, or you may want to modify it according to your own needs. It is intended only to provide a starting point.

CHECKLIST FOR ORGANIZING ADULT PROGRAMS

Things to be Done	3 mos.	2 mos.	1 mo.	2 wks.	min.	last actual date
A. Preliminary Decisions:						
1. Determine need for course in the community						
2. Decide on the course						
3. Gather background materials for course						
4. Write preliminary schedule						
a. Dates						
b. Location of classes						
c. Hours of class						
5. Outline suggested units of instruction						
6. Appoint special advisory committee						
7. Call first advisory committee meeting						
B. Advisory Committee Decisions:						
8. Present course outline for consideration, suggestion & approval						
9. Get approval on:						
a. Dates & length of course						
b. Units of instruction						
c. Location of class						
d. Certificates of completion						
e. Hours of class time						
10. Get suggestions on:						
a. Instructors and speakers						
b. Curriculum						
c. Promotion (brochures, etc.)						
d. Registration fee (check school policy)						
e. Graduation dinner						
11. Possible follow-up course						
C. Administrative Duties:						
12. Employ instructors suggested by advisory committee						
13. Contact speakers suggested by advisory committee						
14. Prepare brochure or letters for printing						
15. Order text materials & visual aids						
16. Form--approval for financing						
17. Application for vocational teachers certificates						
18. Instructor fees						
19. Send list of instructors through administration to school board for approval						
20. Contact instructors or speakers second time to confirm dates, availability, materials, etc.						
21. Prepare certificates with proper signatures, etc.						
22. Make arrangements for graduation dinner (if used)						
23. Follow-up on additional continuing courses						
24. Arrange enrollment procedure						

Things to be Done	3 mos.	2 mos.	1 mo.	2 wks.	min.	last actual date
D. Service to Instructors:						
25. Duplicate any materials for instructors or speakers						
26. Teacher Training:						
a. Give teaching aids & materials to instructors						
b. Attendance procedures						
c. Present booklet for adult instructors						
d. Review school standards & policies						
e. How to use audiovisual materials						
E. Course Promotion:						
27. Attend advisory committee meeting for promotion						
28. First mailing of brochure or letter						
29. First news release to local papers						
30. 10, 20, 30 & 60-second spots prepared for radio						
31. Taped personal interviews for radio						
32. News release to associations, trade journals, magazines, etc.						
33. Local advertisers contacted for available advertising space						
34. Contact news commentators and announcers						
35. Talk before related organizations and clubs						
36. News release on each instructor or speaker						
F. During Class Operation:						
37. Introduce instructor at first class						
38. Explain school regulations & class procedures						
39. Have members of class evaluate the program (not the instructor)						
40. Have prominent person hand out certificates						
G. Post-Class Responsibilities:						
41. Notes on course for annual descriptive report						
42. Form--request for reimbursement						
43. Final attendance report						
44. Payroll report						
45. Make final report on course to school board and advisory committee						
46. Plan and schedule follow-up courses						

Determining Community Needs

One of the first tasks in developing an adult distributive education program is to discover the needs of the individuals and businesses in the community. The needs are certainly there; the task is to ascertain those needs.

Characteristics of Individuals:

What questions should I ask about individuals?

In assessing the characteristics, interests, and occupational needs of prospective adult learners, the following are some items which might be included:

1. How many people in the community are unemployed or underemployed? Of those, how many are interested in preparing for or upgrading their skills in a distributive occupation?

2. How many prospective adult learners can be identified as "disadvantaged" or "handicapped"? What is the nature of the special needs or handicaps?

3. What level of proficiency have the adults attained in basic skill development and/or basic education in their occupation?

4. What are the unique needs of the prospective adult learners?

5. What are the major occupational interests of the prospective adult learners?

6. What unique characteristics or problems of the prospective adult learners would discourage their enrolling or would hinder their success in an adult distributive education program?

Characteristics of Businesses:

What questions should I ask about businesses?

The following information might be helpful in assessing the needs of businesses:

1. What are the major employment trends in the distributive occupations in the business community? in the area, state, region, and nation?

2. In what specific distributive occupations has demand consistently exceeded the supply of qualified applicants?

3. What are the projections for future employment in the distributive occupations as affected by population shifts, new industries moving into the community, and other factors?

4. What is the rate of employee turnover in the distributive occupations? Which distributive occupations have the highest turnover and why?

5. To what extent are excessive business expenses attributed to inefficiency of currently employed distributive personnel?

6. What percentage of the operating budget of most businesses is allocated to the costs of training distributive personnel?

7. To what extent can adult distributive education assume the responsibility for employee training and to what degree would the training costs be reduced?

8. What are the specific requirements for employment in the distributive occupations? What are the duties, responsibilities, tasks?

9. What part of the training would business like adult D.E. to do?

Methods of Determining Needs:

What are some methods to be used in determining needs?

There are several methods of determining needs. Some of these are listed below:

1. Observation: You may be able to determine some needs just by observing the operation of business in the community.

2. Interviews: Informal visits with employees, employers, and customers may reveal needs for training. Be sure that these talks are very informal, as a relaxed atmosphere will result in much more information than will a formal interview procedure. In this way, it is possible to discern needs not even clearly felt by the individuals being interviewed.

3. Surveys: Try studying local surveys already conducted by local merchant's groups or trade groups. These studies may indicate the direction to take in promoting and establishing local programs.

   It may be necessary to undertake a survey of your own to determine needs. This kind of survey can be very effective, as it can be directed to specific situations and can usually be administered quickly and economically. Here are some hints for this kind of survey:

a. Keep the survey simple as businessmen are busy.
b. Make every question relevant.
c. Distribution of surveys may be done using stamped, self-addressed postcards, by phone interviews, as a DECA Marketing Research project, as a Chamber of Commerce project, etc....

A sample cover letter for the survey and some sample surveys are included on the next page.

4. Occupational Reports: Local, state, and federal agencies often release data on the occupational status of local businesses and industries. These agencies are usually willing to assist you in interpreting these reports, which may indicate training needs.

5. Agencies: Most local agencies dealing with business, industry, and local government are excellent sources of information and assistance. Not only can they be valuable in helping you determine needs, they are also often ready and willing to assist in whatever way they can in the development of the training program. Although each agency may have different objectives concerning their operations, they all deal in people and their well-being. Regularly scheduled conferences with agency leaders is also a great stride toward future training programs. Some of these agencies are:

a. Small Business Administration
b. Service Corps of Retired Executives
c. Chamber of Commerce
d. Board of Trade
e. Merchants Associations
f. Trade Associations
g. Better Business Bureau
h. Local schools
i. Unions
j. Sales Executives Clubs
k. Professional associations
l. Government--local, state, federal
m. Service organizations
n. Junior Chamber of Commerce
o. State Department of Commerce
p. Employee groups
q. Former students
r. Individual business firms--retail, wholesale, service, and industrial firms (owner/manager of independent business firms and central offices of chain organizations)

SAMPLE COVER LETTER FOR COMMUNITY SURVEY

Dear Manager,

A combined effort has recently begun between the Chamber of Commerce and _____ High School. The project is designed to keep managers and store employees abreast of retailing and service policy changes, technical changes and to assist with store problems.

Through our high school we will be offering adult classes and workshops designed especially for your needs.

To complete our planning we need your assistance. Please take time to fill in the attached questionnaire and return it before ___(date)___.

You are under no financial obligation to participate in the final program. We seek only your expertise.

Thank you very much,

(Name), DE Coordinator

(Name), Chamber Manager

SAMPLE SURVEYS

SAMPLE SURVEY #1

Store _____ Manager _____
Store Phone _____ Number of Employees _____

I would like to see adult retailing classes offered ____Yes ____ No

IF YES:
My major store concerns are: _____

The major problems other stores in this community have are:

_____

SAMPLE SURVEY #2

I would like to see adult classes offered in:

_____basic salesmanship ____merchandising

_____human relations _____window display

_____store services _____store layout

_____shoplifting _____gift wrapping

____credit

Other, please specify: _____

_____

######

SAMPLE SURVEY #3

If our community offers adult classes and workshops, I would like to see the following areas covered: _____

_____

_____.

The best day of the week for my employees to attend a workshop would be

_____.

The best time of day for my employees to attend a workshop would be

_____.

The Advisory Committee

Is an advisory committee absolutely necessary?

If you will organize an advisory committee to assist you, they will be helpful. There are many functions which they can perform. They may:

1. Recommend instructors and guest speakers.
2. Recommend prospective adult learners who may work for them.
3. Assist in the assessment of employment demand and educational needs.
4. Provide advice regarding course objectives, course content, and sequence of instruction.
5. Make available instructional materials, equipment, and facilities.
6. Help evaluate the program's effectiveness.
7. Assist in promotional and public relations activities.
8. Aid in securing financial support.
9. Participate in the program as resource people.

The advisory committee should be composed of members whose background and experience are representative of the distributive occupations and populations to be served. Managers and supervisors holding middle-level positions, entry-level employees, and former students should all be included. The members should be respected, recognized experts in marketing and distribution who can speak for their particular field as well as for the community.

Advisory committees typically have from five to nine members with the adult distributive educator as an ex officio member. Appointments vary in length. Appointments to general advisory committees may be for a 3-year term with rotation of appointments so that only one-third of the membership is replaced each year. Specialized committee appointments may be made for an indefinite period of time or until the specific purpose of the committee has been served.

The responsibilities of the members of the advisory committee should be clearly written out prior to appointment. The committee should be advisory in nature, leaving the specifics of course content and method to the coordinator and the instructor. This committee should be non-salaried and its functioning should be without expense to the appointing authority.

An agenda should be prepared prior to each meeting and minutes of the meetings should be maintained for matter of record. These responsibilities may be assumed by the chairman of the committee and a secretary appointed by the committee members.

Promotion

Need for Promotion:

Why is promotion necessary?

The obvious reason for promotion is to recruit students. Adequate enrollment is important for several reasons:

1. A minimum enrollment (usually about ten persons) is usually needed in order to make the program economically feasible.

2. Group instruction is less effective if the class is too small.

3. If enrollment in the class is very low, that may be an indication that all who could have benefitted from the program did not find out about it, assuming there was a qualified need for the class.

A Plan for Promotion:

How do I go about promoting the program?

Here is a five-step plan which could be used to develop effective promotion for an adult distributive education program.

1. Review program objectives
2. Determine target population
3. Select promotional media
4. Develop the promotional message
5. Determine the promotional schedule

Promotional Activities:

What are some promotional methods that I can use?

Many promotional methods and activities are available. Some of them are listed below:

1. Direct mail to business owners, managers, and employees: this is very effective because it reaches only the specific audience that you want it to reach.

2. Personal contact: Personal contact with employers and employees is very effective, and it allows for two-way communication. A brief explanation in a ten-minute meeting with business employees gives the person a chance to ask questions about the program before making a commitment. Personal contact can serve as an effective follow-up to direct mail correspondence or other forms of promotion. You might also want to arrange for a brief explanation at meetings with businessmen. Remember to keep these meetings short, as businessmen are busy.

3. Newspaper: If possible, the article might be accompanied by a picture. Or try a series of articles, emphasizing different phases of the program; or a one-page ad sponsored by all the employers who support the program. One article could explain the results of such training in other communities.

4. A letter from the Chamber of Commerce to all businesses, followed by a letter from the superintendent to all businesses, followed by a post-card reminder to selected groups and individuals prior to the opening session of the program.

5. Radio and television: Free public service announcements are often available; try an interview with someone who is administering or instructing the course; or do a spot announcement, portraying in story form the benefits resulting from the training.

6. Brochure: good for supplementing other promotional activities.

7. A junked car: park it in the local shopping center parking lot (or some other conspicuous place) with writing all over the sides announcing the program.

8. Flyers: They can be dropped in every grocery sack at the local supermarkets, or put under every window wiper of cars parked downtown, or stuck in the screen door of every house.

9. Posters: Put them in store windows.

10. Sports activities programs: Try an announcement on the cover page.

11. Articles: In local trade bulletins, magazines and other local and state publications.

12. Telephone calls: To explain the program to persons in selected groups; or a recorded message with the telephone number given in newspaper ad.

13. Bulletin boards: Announcements can be placed on bulletin boards in business establishments and other public places.

14. Chamber of Commerce: Do not hesitate to seek help from the local Chamber of Commerce. They are usually willing to publicize educational programs which will be of interest to their membership. A short announcement in the Chamber's newsletter could be very effective in developing interest in a specific program. Sometimes the Chamber of Commerce may even sponsor a direct mail promotion, or other desired advertising.

15. Talks: Brief talks can be given at Chamber meetings, and service organization meetings. It's helpful to include visual aids.

16. Word-of-mouth: Encourage word-of-mouth publicity to everyone who might be affected by the program.

17. Advisory committee promotion: Your advisory committee might conduct personal, "over the coffee cup" type promotion; they may even be able to register participants through personal visits.

To whom must I sell the program?

To employers, employees, the unemployed, and school administrators.

Selling the Program to Employers:

How can I be effective in selling the program to employers?

Employers can be introduced to the program either individually or through their trade associations, chambers of commerce or other local organizations. You must convince the employer that a training program for his organization's employees would be worthwhile. Some appeals are:

1. The firm can save training costs.

2. In-service training in new methods and merchandise knowledge will increase workers' efficiency and morale, resulting in improved customer service.

3. A stronger organization can result by educating supervisors and managers in the best methods of working with employees. Department and business morale will be reinforced, and employee and organization efficiency will be increased.

4. Trained supervisory personnel will be better qualified to instruct other employees.

5. The prestige of distributive occupations can be advanced by recognizing that there is progress to be made in this field and instruction is as important and valuable as it is in other professional areas.

Selling the Program to Employees:

What about selling the program to employees?

Explain the potential benefits of this kind of program. The program can help the employee to:

1. Improve his chances for advancement. Executives usually prefer to promote from within rather than to seek people for key positions elsewhere.

2. Increase his efficiency and acquire accurate knowledge about the duties he performs.

3. Prepare for transfer to other departments or advance in his present position.

4. Derive increased pleasure or satisfaction from his present work.

5. Broaden his knowledge and understanding of his work or related work.

6. Meet and share experiences with other people in similar situations.

7. Help make the business where he works a more efficient operation.

8. Acquire a better knowledge of duties and problems and gain the respect of fellow employees.

9. Make his position more secure during periods of business retrenchment.

10. Make a better showing on the employer's system for rating and evaluating employees. These systems are designed to recognize good work and ability.

Selling the Program to Unemployed Persons:

What appeal will the program have to unemployed persons?

Selling to this particular group is often difficult because their dispersion throughout the total population makes them hard to locate.

Explain the benefits of the training in practical, realistic terms easily understood by unemployed persons. They may not understand or accept flowery speech or philosophical reasoning. Some of these explanations may be offered:

1. The instruction is "tailor-made" to meet the individual's particular interests and needs.

2. The instruction helps develop a feeling of self-confidence in one's abilities.

3. The instruction develops a feeling of pride and individual worth from the achievements realized by the individual.

4. The program helps to develop salable skills which will lead to full-time employment.

5. In obtaining full-time employment, the individual will be better able to provide for his family in the manner he desires.

Selling the Program to School Administrators:

What should I say about the program to school administrators?

Do not emphasize the benefits to businessmen and employed workers that will result from the training. Rather, emphasize the opportunity the program will provide to promote good public relations by serving the community and providing fuller utilization of school facilities. The fact that distributive education programs are reimbursable from state and federal funds should also be emphasized.

Finance

Budget:

Is it necessary to prepare a budget?

It's a good idea. Some of the items that could be included in the budget are:

1. Salaries of adult instructor(s)
2. Travel expenses of adult instructor(s)
3. Brochures, certificates, and other advertising costs
4. Training materials and supplies
5. Teaching aids, e.g., projectors and recorders

Sources of Financial Support:

What are the sources of financial support?

Course fees, local funds, and state funds. Local and state policies will frequently establish priorities among these three sources. In some communities, an attempt is made to keep course fees at a level which does not deny enrollment to people with limited financial resources. If this philosophy exists in your community, local and state funds will provide the major portion of financial support for the program. On the other hand, many adult educators believe that the more the adult involves himself through fees and participation, the greater is his commitment and return. Additionally, with a monetary investment in the program, the adult is more likely to expect the best and to appreciate it more.

In some adult programs, fees are collected from cooperating firms which have a policy of paying part or all of the fees for their employees. These firms are billed by the schools for course and materials fees incurred by the employees. The firms then recover any necessary fees from their employees. This arrangement simplifies billing and is also useful in recruiting students.

Reimbursement Procedure:

What is the procedure for reimbursement?

Reimbursement for adult programs is a simple process. The instructor's salary is the only item which may be reimbursed at the adult level. Nebraska does not reimburse for supplies, instructional materials or equipment.

There are only two forms to complete for reimbursement. One is the application; the other is the claim. You will find completed sample copies of both of these forms immediately following this section. Additional copies of the forms can be obtained from the Nebraska State Department of Education, Vocational Division.

Adult programs offered through the secondary schools are reimbursed at the rate of 75% (50% Federal, 25% State). Adult programs offered through post-secondary schools are reimbursed according to their weight as derived from the weighting scale formula spelled out in the Nebraska State Plan for Vocational Education.

Applications for reimbursement for adult programs offered through secondary schools must be mailed to the State Department of Education Office, 233 South 10th Street, Lincoln, Nebraska 68508 by October 1.

Applications for reimbursement for adult programs offered through the post-secondary schools must be mailed to the State Department of Education prior to the first class session.

A VE 30 Form (teacher qualification form) must accompany applications for each instructor that is not currently approved to teach the program for which reimbursement is being applied. (A sample VE 30 form follows this section.)

All claims for reimbursement of secondary adult programs must be received on or before January 5 for salary expenditures made from July 1 through December 31, and July 5 for those expenditures made from January 1 through June 30. No claims will be honored after July 5.

All adult programs offered through post-secondary schools must terminate on or before June 30 of the current fiscal year and all claims must be received in the State Office on or before July 5.

Submit in Triplicate to:

State Department of Education
Vocational Education Division
333 South 10th Street
Lincoln, Nebraska 68508

APPLICATION FOR APPROVAL

of Vocational Education Adult Classes in

Town_____

Fiscal Year July 1, 19___ to June 30, 19___

_____

SPECIFY: Reimbursed Vocational Program

The_____Board of Education hereby makes application to the State Board of Vocational Education for approval of the following courses to be conducted in accordance with the provisions of the Nebraska State Plan for Vocational Education, the current State and Federal laws and the current State and Federal Policies for the Administration of Vocational Education. Below is a correct description of the class or program for which approval is requested.

Class Number	Name of Person (on whom reimbursement will be requested)	Name of Course (and/or activity)	Class Information					Instruction				
			Type of Class (For State Office use)	Date Class Begins	Date Class Closes	No. of Meetings	Total Hours	Hourly Rate of Pay	Total Amount to be Paid for Vocational Activities by the School During Claim Period	Percent of Reimbursement	Amount of Reimbursement to be Requested
										Totals	

The Assurance of Compliance with Title VI of the Civil Rights Act of 1964, Dated_____ _____ _____ applies to this Application
(Month) (Day) (Year)

submitted herewith.

Board of Education_____, Nebraska

Date of this Application_____19_____

_____
Secretary, Board of Education

_____
Superintendent of Schools

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APPROVAL FOR CLASSES
(As Shown on Reverse Side)

Approved by the State Board of Vocational Education for the fiscal year July 1, 19____ to June 30, 19____ with the understanding that the local Board of Education will comply with all the provisions herein contained, in which event, upon the presentation of proper claims and affidavits duly executed by an authorized official of the aforesaid Board of Education, the State Board of Vocational Education estimates that they can reimburse on the basis of the percent indicated, the salary paid for that portion of the teacher's time devoted exclusively to approved vocational activities. If sufficient funds are not available to pay the estimated percent, the amount that is available will be prorated among the approved schools. The State Board may not reimburse the local Board of Education for any of the above expenditures until the said Board has certified that it has already made such expenditures from public school funds. Reimbursement cannot be made on salary increase or bonus granted during the school year. All claims for reimbursement will be forfeited if reports and claims are not on file in this office on the due date designated in advance by the Vocational Education Division of the State Department of Education.

Recommended for Approval by

_____
State Director

Approved for State Board by

_____
Assistant Commissioner for Vocational Education

PLEASE TYPE OR PRINT

Form VE-50

STATE OF NEBRASKA
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
233 South 10th Street
Lincoln, Nebraska 68509

Date: _____

QUALIFICATIONS FOR TEACHING A REIMBURSABLE VOCATIONAL EDUCATION COURSE

Circle appropriate level(s): (1) Adult (2) Secondary (3) Postsecondary

Name Mr. Mrs. _____ Maiden Name _____

School _____ Social Security No. _____

Home Address _____
City Zip Code

I am an applicant for a Vocational Education position to teach _____

_____
(Name of course, field, or program, including OE Code)

Do you have a teaching certificate registered in Nebraska? Yes _____ No _____
If yes, areas of specialized education and level for which you are prepared: _____

Name of high school from which you graduated and year of graduation: _____

COLLEGE EDUCATION:

College Attended	Dates	Degrees Earned

COLLEGE AND/OR POSTSECONDARY COURSES IN AREA OF TEACHING:

Specific Title	Sem. Hrs.	Specific Title	Sem. Hrs.
TOTAL		TOTAL	

(OVER)

PROFESSIONAL VOCATIONAL EDUCATION COLLEGE COURSES:
(Please list specific vocational educational courses, such as History & Philosophy of Vocational Education, Coordination Techniques, Etc.)

Specific Title	Sem. Hrs.	Specific Title	Sem. Hrs.

STUDENT TEACHING:

Name of School: _____ Dates: _____

Major

Name of Cooperating Teacher _____ Teaching Assignment _____

OTHER TEACHING EXPERIENCE:

Name of School	Subjects Taught	Dates

OCCUPATIONAL EXPERIENCE:

Employer, City & State	Dates Of Employ.	Job Description	Total Hrs. Employ.	OR	Months Of Full-time Employ.
		TOTALS			

FOR STATE OFFICE USE:

I have reviewed this request and find that all requirements have been met.

Yes_____ No _____

_____
Administrative Director Date

_____
Signature of Applicant

_____
Superintendent or President

_____
Date

Submit in Triplicate to:

State Department of Education
Vocational Education Division
233 South 10th Street
Lincoln, Nebraska 68508

CLAIM FOR REIMBURSEMENT

VOCATIONAL ADULT CLASSES

(Including Young Farmer Classes)

TOWN _____

Fiscal Year July 1, 19___ to June 30, 19___

PLEASE SPECIFY: Agriculture - Distributive - Homemaking - Trades and Industries - Health Occupations - Office Education

Presented to the Vocational Education Division of the Nebraska State Department of Education by the _____ Board of Education as a claim for reimbursement of expenditures for Vocational Adult class instruction during the period of _____ 19___ to _____ 19___

Class Number	NAME OF PERSON (on whom reimbursement is requested)	SUBJECT (and/or activity)	Enrollment		Average Attendance (Homemaking Only)	Class Information				Instruction		State Use Only	
			Male	Female		Date Began	Date Ended	No. of Meetings	Total Hours	Rate of Pay (Hourly or Flat)	Total Amount Paid by School for Adult Class	Percent of Reimbursement	Amount of Reimbursement Requested

AFFIDAVIT

State of Nebraska)
) ss
County of_____)

Make Warrant Payable to_____
Treasurer, Board of Education

I, _____, being duly sworn, depose and say that I am _____ of the Board of Education of_____Nebraska,
Title

for which this claim and statement was made under my supervision and that I am familiar with its contents and with the daily teaching schedule and statement of salary paid and records and vouchers on which it is based; that this claim and statement for the period stated therein constitutes a true, correct and complete statement of all reimbursable expenditures which have been made from public school funds by the _____ Board of Education for salaries and/or travel of teachers and supervisors of such courses in Vocational Education as are provided for by the current State and Federal laws; that all expenditures have been made in accordance with provisions of said laws and the policies promulgated by the U. S. Commissioner of Education for the administration and supervision of Vocational Education and the plans submitted by the Nebraska State Board of Vocational Education and approved by the U. S. Commissioner of Education; that fees and/or tuition collected from enrollees in adult vocational courses have been used for administrative overhead and not for the payment of salaries of instructors for which reimbursement is herein requested; that said expenditures were made prior to the date of this claim and that the foregoing claim and statement of said expenditures are true, correct and adequate; that there are and will remain on file in the office of said school, true, correct and adequate copies of said claim and statement; that said claim or any part thereof has not been paid heretofore by the State of Nebraska and that I am duly authorized to make this affidavit.

Subscribed and sworn to before me this ____ day of_____19___

_____
Signature of person making affidavit

_____
Notary Public

My commission expires_____19___

_____
Title of person making affidavit

(SEAL)

DO NOT WRITE IN THIS SPACE - FOR STATE OFFICE USE ONLY

Amount Due District	Federal: Vocational Education Amendments of 1968	State Aid	Local	Classification

Voucher No._____

Federal Warrant No._____

Date_____

State Warrant No._____

I certify that all conditions specified in all State and Federal laws and regulations governing the use of funds specified herein have been met and that the amounts so specified are correct.

_____
DIRECTOR

The Instructor

Selecting an Instructor:

How do I go about selecting an instructor?

In locating prospective instructors qualified in the field in which they are to offer instruction, consider local business establishments which employ persons who are thoroughly familiar with their particular line of work and who are competent to instruct. The advisory committee can aid in locating and obtaining a well-qualified instructor, since that committee represents a cross-section of business, civic, and trade organizations.

If it happens that the individual suggested for the position of instructor is not necessarily interested in teaching, there are a number of appeals which can be made. Among these are the prestige that comes from teaching, opportunity to meet people in business and to gain new ideas, and the personal satisfaction that comes from teaching and rendering a public service.

The instructor and the coordinator should call on resource people to supplement instruction whenever possible. Sources for obtaining instructors are the advisory committee, the Junior Chamber of Commerce, and the local school administration. An employed teacher is already certified and understands methods of teaching. The use of a "call staff" is recommended. This is a list of all available teachers in the area designating their fields of specialty.

What qualifications are necessary for the instructor?

All distributive education teachers who are vocationally approved for secondary or post-secondary schools are qualified to teach adult programs.

Just because a distributive education teacher wants to plan an adult program does not mean that he wants to be involved in teaching it. If this is the case with you, it's no problem. The school may easily contract with someone else to actually do the classroom instruction. This is perfectly appropriate as long as the instructor has had two years or 4,000 hours work experience in the field which he would be teaching.

(Example: An insurance class may be taught by an insurance broker or salesman with two years of work experience. A class in specialty advertising may be taught by someone with two years of advertising experience.)

Another possibility is to offer the program through the local school under the direction of the local D.E. coordinator and to allow for guest speakers in various technical areas to instruct parts of the program.

(Example: A program in petroleum marketing service station operation taught by the local coordinator may very well have a classroom unit on supply purchasing taught by an oil company traveling representative or a segment on tire sales and services taught by a local service station manager.)

What other characteristics should the instructor have?

In addition to the qualifications necessary for certification just named, the instructor will also ideally possess the following characteristics in order to facilitate success in the teaching of adults:

1. Leadership ability
2. A knowledge of teaching procedure or techniques
3. A knowledge of the technical and professional subject matter and literature in his field
4. Socially acceptable
5. Emotionally mature
6. In good standing in the community and respected by business leaders in his field
7. Is at ease with adults, having insight into their needs and feelings
8. Is flexibile in approach to course content and structure, understanding the immediate motivation of adults

Training the Instructor:

How should I go about training the instructor?

It is essential to familiarize prospective instructors with teaching techniques which would enable them to present subject matter most effectively to adults. This training may consist of upgrading instruction for those with prior teaching experience, or it may serve as a refresher for those who have been away from teaching for some time or who need to improve some special phase of their teaching. You should be prepared, however, to offer instruction to those who have never taught before.

Most of the training for adult instructors will be on an individual basis according to individual need. Some instruction will be given before the individual starts to teach; the remainder could include on-the-job instruction carried on during the instructor's period of employment. The training should include orientation to the distributive education program, the learning process of adults, techniques of teaching adults, evaluation, application, and practice.

In conducting the training program, be aware of the following precautions:

1. Avoid terminology that is too technical.
2. Adapt the content to the time available.
3. Make the training specific.
4. Encourage learner participation.
5. Use visual aids.
6. Provide for further study.

Recognition of the importance of instructor preparation is the first requirement. The second requirement is the acceptance of the responsibility by the adult distributive educator. The third requirement is an appreciation of what the preparation entails.

An effective technique to use is to teach one lesson to the potential adult instructor as he in turn would be expected to teach it to his class. After the lesson has been completed, the theories of learning, the plan for teaching, the teaching techniques should all be closely examined. Following this discussion, the potential instructor should reverse the roles and teach the lesson to the adult distributive educator. A second discussion period should follow this practice teaching session.

Another effective method is to video-tape the instructor; then, following the viewing of the tape, to examine theories, methods, etc.

It may be desirable for the prospective instructor to observe the "expert" teaching the course, and gradually to increase his participation until he himself is actually doing the teaching. The length of the preparation program and the time and expense devoted to it should be proportionate to the length of the program being offered.

Awards and Certificates

Should I make use of awards and certificates?

Yes. It's a good idea to present a certificate with appropriate signatures to each person who successfuly completes a predetermined number of class hours or series of programs. Consideration may also be given to the presentation of certificates for attendance. (See Appendix for sample certificates.)

When feasible, some token which represents the emblem or symbol of the industry such as a charm or pin that could become a part of the person may be presented to the student. Banquets, luncheons, receptions, and socials are other methods of showing recognition. Such activities may be sponsored by local trade associations, civic groups, etc. The presentation of awards and certificates can be used as a promotional device to promote the offering of additional programs.

Program Evaluation

Several evaluation techniques or combinations thereof can be used in assessing the effectiveness of the program. Some of them are:

1. Evidence of change in people served: The success of the program can be measured by the changes which have taken place in the learners in the program. Specifically, this can be done by determining the gap, if any, between desired behavior and behavior exhibited at the end of the program. Suggestions for this diagnosis are given in the process elements section of this manual. Further suggestions are:

   a. A demonstration of skill by class members under real or simulated employment conditions;
   b. An objective self-appraisal, either oral or written, by class members. In some instances, changes in behavior may be difficult to measure. Attitudinal changes, such as a greater degree of self-confidence in the adult learner or a more positive attitude toward education, are important outcomes but are difficult to measure.

2. Follow-up of dropouts: An effort could be made to determine the characteristics of those persons who dropped out of the program before completion and to assess their reasons for leaving. This may reflect the need for change in the sequence of instruction and/or in teaching techniques.

3. Follow-up of program graduates: Within a few months following the completion of the program, a follow-up study of the program graduates should be conducted to determine their employment status, their degree of effectiveness and efficiency in job performance, and the personal satisfaction they derive from the job.

3. Employer clientele analysis: Adult distributive education is a program of occupational instruction of which the business community is a primary benefactor. If the program is meeting the employment needs of that community, it will receive continued encouragement and support from community members. It is important, therefore, to analyze the employer clientele of the program graduates to determine such factors as the reduction in training costs, the reduction in losses attributed to employee error, increase in sales, and their recommendations for program improvement.

4. Learner opionnaire: An anonymous end-of-the program opionnaire may be given to the class to elicit their attitudes, reactions, opinions, and recommendations relative to program objectives, sequence of instruction, teaching techniques, appropriateness of facilities, class schedule, and the instructor's effectiveness.

INSTRUCTING THE ADULT LEARNER

Assumptions About Adult Learning and Motivation

What principles of adult learning can help in motivating adult learners?

The psychology of learning tells us that the following conditions must prevail for adults to learn effectively:

1. Learning must be problem-centered. This means that the adult must be able to see that the instruction is directed toward solving a particular problem, or can be useful in the solving of certain kinds of problems.

2. Learning must be experience-centered. The adult must be able to see that the instruction actually has something to do with life experiences.

3. Experience must be meaningful to the learner. The instruction must be relevant to situations within the learner's own experience. He must be able to see how he can apply the learnings in his own particular situation.

4. The learner must be free to look at the experience. Any possible barriers to learning should be removed, wherever possible. For instance, if the learner is worried about whether he is legally parked, or whether the oncoming blizzard will prevent him from getting home safely, or if he is forced to sit at desks in rows when he would really feel better seated at tables arranged in a circle--all these kinds of things present barriers to learning and do not allow the learner the freedom of focusing his full attention on the learning experience.

5. The goals must be set and the search organized by the learner. The learner will be more satisfied with his learning if he is allowed to participate in setting his own goals for learning and in helping to choose the learning activities which he feels will help him to best meet those goals.

6. The learner must have feedback about progress toward goals. The learner must know whether he is being successful in meeting the goals he has helped set for himself. It is usually the instructor's job to help provide this feedback to the learner.

What are some ways I can use these principles to motivate adult learners?

It has been said that adults are motivated by "application now," and that adult learners are "anticipation-guided and consequence-bound." These facts can be used to create enthusiasm. Try suggested practical ways in which the learners can implement the theory and techniques you're teaching on their own jobs. In succeeding class periods, let them discuss the result they achieved in applying the theories and techniques learned in class. They can also discuss why the theories and techniques did or did not prove successful for them.

Simple, practical implementation is often the most valuable; i.e., for human relations training, try these group discussion starters, and ask the class to discuss the topics in terms of their practical, underlying principles.

1. Supervisor tells subordinate, "I admit I made a mistake."
2. Supervisor praises a worker, "You did a good job."
3. Supervisor asks employee, "What is your opinion?"

Be careful that you are reaching the adult learners on both the content and process levels. As you know, content is the body of material being taught and the methods used in teaching that body of material, whereas process includes the attitudes and feelings of the group toward the material being taught.

Remember that adults need to see the relationship between theory and practical on-the-job application. They need to be able to see how they can use what they are learning.

Adults must feel they are successful, so include subgoals which are easily attainable and which are directly related to their long-range objectives, so that they can actually see progress being made. This is expecially important in view of the fact that many adults have had previous negative experiences in school.

Adults sometimes employ certain defense tactics, which you may want to be on the watch for:

1. Selective inattention: they will blot out those things which they consider threatening to their self-image

2. Rationalization: they will rationalize or justify their preconceived attitude or opinion

3. Projection: they will project their own faults to the instructor or others

4. Perceptual distortion: they will distort their perception of the new learning so that the new learning won't disrupt their present concepts which may be in disagreement with the new concepts

It is wise to make use of the resources which class members can offer. Since adults do expect to share in determining their own goals and directing their own learning, they do have something to offer in planning the activities of the course. A successful adult program achieves a productive interaction of class members through shared learnings and previous experiences. The learner then feels a part of the group without being dominated by it.

The instructor motivates by guiding participants in shared learning activities directed toward the goal of occupational competence and by providing subject matter that meets their needs even though a logical order is broken.

How can I avoid having dropouts from the class?

The best way to keep an adult in your class once he is enrolled is to make the learning so interesting and relevant to his needs that he is highly motivated to attend. However, since adults have so many different demands on their time--jobs, family, community interests--you may occasionally have to give some adults in your class a little extra encouragement to attend.

A friendly greeting to your errant student at work may renew interest in the program. Or you or the instructor might visit the adult's employer to find out why the adult has been absent from class. Other visits might include letting the adult's supervisor know that the worker has the interest and ambition to attend class, asking for a loan of training materials, or discussing with the supervisor or student questions raised in class.

Direct mail can also be used to maintain enrollment in the program. Cards or letters can be sent to the manager regarding enrollees from his firm, indicating changes in time or place of meeting, or announcing a special feature of the next session.

The Planning Process

What is a good process for planning programs for adults?

Many of those who are experienced in the education of adults believe strongly that adults learn noticeably better when taught through a process which we shall refer to as the andragogical process. This process consists of seven elements, which are:

1. Setting a climate for learning
2. Establishing a structure for mutual planning
3. Diagnosing needs for learning
4. Formulating directions (objectives) for learning
5. Designing a pattern of learning experiences
6. Managing the execution of the learning experiences
7. Evaluating results and rediagnosing learning needs

Is this the only workable process for planning adult programs?

Certainly not. This process is being presented here because it comes most highly recommended by adult education professionals. If this is your first experience with this type of process, you will want to work into it gradually, if at all. There are some difficulties in implementing the suggestions included under all seven elements, especially in a very short-term program, such as a one-time two-hour program, or even a one-class-per week for four weeks type program. So if you haven't utilized this process before, be sure to start out gradually with only those components of the process which feel workable and comfortable to you.

Climate:

What type of climate do adults prefer for learning?

The main idea to convey is that each participant is seen as a unique individual with unique needs, who is personally respected and cared about, as opposed to an un-named part of some anonymous mass. This is really the underlying theme of the entire seven-element process.

Where can I conduct the adult program?

For the most part, you will probably want to use your high school or post-secondary school classroom. Additionally, you may occassionally want to take the class on a field trip, or make use of meeting rooms of business establishments which are often available as a public service. Many commercial banks, savings and loan institutions, and public utility firms offer this service. Whatever facility you use, you may want to make a few simple adjustments in the room in order to adapt it for adult students.

Adults generally prefer a flexible seating arrangement at tables and chairs to setting at desks, and the placement of tables and chairs in a circle or semicircle allows for a more interactive pattern than rows. Adults appreciate having the coffee pot nearby; if that isn't possible, pitchers of icewater could substitute. Such extra touches as maps, charts, or posters hung on the walls, plenty of ashtrays, adequate ventilation, temperature control, and a tape recorder playing soft music before the meetings start and at breaks; all these help convey a sense of caring for the comfort of the participants, and that is important to them. It is easy to take the physical setting you find for granted, but a few simple improvements can have great impact on the social climate of the activity.

Also, audio-visual aids are a good supplement to other instructional techniques, so the classroom should be equipped to facilitate the use of an overhead projector, film strip projector, and other commonly used types of instructional equipment. This is an important point, because research has shown that adults learn best when allowed to use as many senses as possible in the learning process.

It is important to impart respect for the participant's individuality in the way he is greeted, the way he is oriented, the way he is introduced, and in general in the way he is treated by the instructor.

Planning Mechanism:

What should the planning mechanism be like?

Wherever possible, the mechanism for planning all phases of the learning activity should be a mutual mechanism between the individual students and the instructor. In a very small group, this is usually possible, with the instructor only retaining responsibility for facilitating the planning by suggesting procedures and coordinating the process. Involvement of the students in the planning from the beginning allows for individual needs to be met and also makes the students feel that the program is really their own.

Needs Assessment:

How does one diagnose or assess needs?

It is very important that the participants self-diagnose their own specific learning needs. This process involves three steps:

1. The development of a model of desired behaviors or required competencies (desired behavior)

2. The assessment of the present level of performance by the individual in each of these behaviors or competencies (existing behavior)

3. The assessment of the gaps between the model and the present performance (the difference between existing and desired behavior)

Models of desired behavior or required competencies can be developed through research, through the judgments of experts, through task analysis, or through group participation, whereby the group builds its own model. Sources of data available to a group building its own model are: research findings and judgments of experts reported in the literature; observation by the participants of role models in the field; presentations by experts in the classroom; interviews by participants with experts in the community; participants' own experiences and observations; and the experience of the instructor and leaders of the sponsoring institution.

The purpose of assessing the present level of performance of each learner is so the learner can look objectively at his present level of performance and determine where he wants to devote energy in improving his performance in the light of his model of desired behaviors. In simple terms, what is needed here is a kind of pre-test. This can be a standardized test, a teacher-made test, or a student-made test. In the student-made version, students actually put together their own pre-tests in teams, and each team administers their test to all the other participants.

The last step in the process of self-diagnosis of needs is for each learner to assess the gaps that exist between his model of desired behaviors and his present level of performance.

Objectives:

What about formulating objectives?

The typology for formulating objectives suggested here is the one shown on the following page. The advantage of following this particular typology is that it provides guidance in the selection of techniques for each learning experience. It will be shown later in the section on implementing learning activities that certain techniques are more effective in helping students achieve certain objectives than others.

WORKSHEET FOR STATING LEARNING OBJECTIVES

Topic Area: Salesmanship (Example)

Behavioral Aspect	Content Areas
To develop knowledge about	1. Five steps in closing a sale (Example) 2. 3. 4. 5. 6. 7.
To develop understanding of	1. Selling as a cog in the distribution cycle 2. (Example) 3. 4. 5. 6. 7.
To develop skill in	1. How to write out a sales ticket (Example) 2. 3. 4. 5. 6. 7.
To develop attitudes toward	1. Selling as an information-giving service 2. (Example) 3. 4. 5. 6. 7.
To develop interest in	1. Salary schedules, reimbursement (Example) 2. 3. 4. 5. 6. 7.
To develop values of	1. Do you sell something the person doesn't 2. need (Example) 3. 4. 5. 6. 7.

Knowles, p. 287.

Design of Learning Experiences:

There are three major criteria to be met in building an effectively organized group of learning expereinces for the program. They are:

1. Continuity: the repeating over time of major elements of the curriculum

2. Sequence: major curriculum elements are treated at a higher level each time they are presented

3. Integration: Relating different elements of the curriculum to each other in a way that will provide a unified view and unified behavior

Implementation of Learning Experiences:

What is the most effective technique for a given purpose?

There are two guidelines you can use to decide which teaching technique or learning experience will most effectively achieve a certain purpose. The first guideline is to match the technique to the objective, as it is believed that certain techniques are more effective in bringing about certain types of behavioral change than others. For example, a lecture is a good way to increase knowledge, but it has little impact on changing attitudes. The chart which appears on the next page matches techniques with objectives.

The second guideline is to use whichever technique involves the learner in the most active participation.

Evaluation:

And that brings us to the last of the seven elements, evaluation. It is important that each learner be involved in evaluating the program in terms of whether the program met that learner's individual needs as determined at the time of the learner's needs assessment. This can best be done by repeating the steps in the "Needs Assessment" section for diagnosing gaps between desired behavior and present performance.

MATCHING TECHNIQUES TO DESIRED BEHAVIORAL OUTCOMES

Type of Behavioral Outcome	Most Appropriate Techniques
KNOWLEDGE (Generalizations about experience; internalization of information)	Lecture, television, debate, dialog, interview, colloquy, motion picture, slide film, recording, book-based discussion, reading.
UNDERSTANDING (Application of information and generalizations)	Audience participation, demonstration, motion picture, dramatization, socratic discussion, problem-solving discussion, case discussion, critical incident process, case method, games.
SKILLS (Incorporation of new ways of performing through practice)	Role playing, in-basket exercises, games, action mazes, participative cases, T-group, nonverbal exercises, skill practice exercises, drill, coaching.
ATTITUDES (Adoption of new feelings through experiencing greater success with them than with old)	Experience-sharing discussion, group-centered discussion, role playing, critical incident process, case method, games, participative cases, T-Group, nonverbal exercises.
VALUES (The adoption and priority arrangement of beliefs)	Television, lecture (sermon), debate, dialog, symposium, colloquy, motion picture, dramatization, guided discussion, role playing, critical incident process, games, T-Group.
INTERESTS (Satisfying exposure to new activities)	Television, demonstration, motion picture, slide film, dramatization, experience-sharing discussion, exhibits, trips, nonverbal exercises.

Knowles, p. 294.

Teaching Techniques

Listed below are the wide range of techniques which are available for helping adults learn.

1. Presentation techniques:
   lecture, television, videotape, debate, dialogue, interview, symposium, panel, group interview, demonstration, colloquy, motion picture, slides, dramatization, recording, radio, exhibits, field trips and reading.

2. Audience-participation techniques (large meeting):
   question-and-answer period, forum, listening teams, reaction panel, buzz groups, audience role playing expanding panel.

3. Discussion techniques:
   guided discussion, book-based discussion, Socratic discussion, case discussion, group-centered discussion.

4. Simulation techniques:
   role playing, critical-incident process, case method, in-basket exercises, games, action maze, and participative cases.

5. T-group (sensitivity training)

6. Nonverbal exercises

7. Skill-practice exercises, drill, coaching

Some of these techniques are described below.*

Dialogue: Two experts--joint responsibility; informal; stimulate each other;
Advantages: Creates interest; simple--easy to operate; aids unskilled speakers;
Limitations: Could tend to wander from topic

Interview: Expert questioner--quesioner is bridge between listener and expert; used when expert cannot communicate to keep expert from rambling, if expert is ill at ease, if expert cannot express, to bring expert's ideas to level of audience;
Advantages: Informal; share responsibility
Limitations: Information can be limited by kinds of questions asked; limited preparation time

*Descriptions from handout by Iowa State University Cooperative Extension Service

Forum: A learning method which consists of an organized speech (could be a panel) given by a qualified person and a period immediately following the speech (panel presentation) during which there is active audience participation in free and open discussion.
Advantages: Generally superior to speech alone--promotes active listening; if panel is used, area and scope of information is broadened;
Limitations: Time limit does not allow full audience participation; information will be limited by the fact that there is only one speaker (does not apply to panel forum); with panel forum there is tendency to wander from topic; poorly trained moderator can ruin discussion.

Symposium: A series of speeches which usually is given by two to five experts under the direction of a chairman, on as many aspects of a problem as there are speakers present.
Advantages: Presents new material and information; offers an opportunity for listening which is easier than reading for many people; stimulates active listening, presents several sides of a problem; presents speeches that are short and to the point; keeps the audience alert;
Limitations: Audience does not have much chance to participate; insufficient time often prevents the complete development of the subject; a passive learning situation can result from this activity; it is difficult.

Listening Team: Team of three or four members in audience designated to raise questions;
Advantages: Assures thought-provoking questions will be asked; promotes lively discussion;
Limitations: If team is too persistent with their questions, other audience members can be discouraged from asking questions.

Committee Hearing: A highly formal-informal consultation in which a committee wishes to clarify knowledge. An expert is probed by the group. Used primarily to review a decision.
Advantages: Dramatic presentation of a topic; can deepen knowledge of decision;
Limitations: Controlled by committee; information may be limited by the fact that members may not give adequate information.

Panel Discussion:
A discussion among a selected group of persons--usually with moderator in front of a group.
Advantages: gives audience an opportunity to listen in; panel members often interest an audience because of action; exposes several points of view; promotes active and dramatic presentation of subject matter; produces an atmosphere of informality.

Limitations: Often does not allow enough time for each panel member to present and defend a series of comments; often does not offer an opportunity for the consolidation of a group of opinions or facts; does not present itself in any particular order; sometimes is not effective because the moderator does not make a complete and accurate summary.

Interrogator Panel: Team of approximately three from audience or typical of audience (or team of experts) question an expert. Advantages: Same advantages as panel; panel members keep to subject; guards against formal speeches; Limitations: Could be intellectual autocrats.

What are some techniques to use to promote creative thinking?*

If your students are employed, give them this assignment: during the week, ask them to look at their work and work surroundings and tools with a critical eye. Ask them to think of three ways in which these could be changed for greater efficiency. The same assignment can be given to women who do not have jobs outside the home; they could think of ways to make homemaking more efficient.

Or, set up a class "Think-Tank"; a five-minute session at the beginning of each class period for ideas exchange. Start off with a discussion about creative thinking by stressing that everyone does it in one way or another; inspire your students to question accepted ways and to look for better ways of doing things, both in class and out. Encourage your students to criticize you and your methods. Ask them to bring in examples of creative thinking they've read about or observed. Bring in samples or news clippings of your own, showing creative thinking in the fields of planning, decision making, communications, human relations...but especially in the subject matter you are teaching.

Are there any rules for humanizing adult teaching techniques?*

The following is a list of the ten commandments for humanizing adult teaching techniques:

1. Don't attempt to patronize your students. They are too sensitive for this. Patronizing attitudes tend to give them a feeling of insecurity and inferiority.

2. Don't be too critical of their language, pronunciation and grammar. The important thing is to get them to think, feel, and express themselves freely in the manner they know best. Criticism will make them reluctant to speak up at all. Be careful of students' feelings.

3. Never assume or presume too much. Give the student a chance to tell you what he thinks his problem is. Then listen to his suggested solution. Learn to listen more. You'll learn more about your students, and how to help them.

*From Techniques for Teachers of Adults

4. Don't use words they may not understand. When you talk with students, talk in their language--not necessarily ungrammatically, but informally.

5. As a teacher and as a person, try not to see too much, hear too much or know too much. Discourage gossip.

6. Try not to use the same methods and attitudes that probably caused them to leave school in the first place. What they need is not a double-dose of what failed to interest them when they were kids in school. They need new methods and techniques.

7. Watch your facial expressions and gestures. Remember that the poorest readers of signs and symbols are the most acute observers of nonverbal language. A frown, a sharp look, a sneering smile from a teacher tell students exactly what the teacher thinks of them or of what they are trying to do.

8. Accent the positive. Always call the student's attention to the things he has done well. This will motivate him to do an even better job in other areas. But don't make your praise so automatic that it becomes meaningless. One student said of his teacher, "Every time he gave me a compliment I knew I had made some kind of error. He has this way of flattering you before telling you about a mistake. It was so phoney."

9. Let your own imperfections hang out. Students can't help liking a teacher who openly admits his mistakes and laughs at them. It frees them to speak up, to try and fail, without feeling they're the only inadequate ones in the group.

10. Don't be afraid to admit your ignorance, to tell your students at times, "I don't know the answer, but let's find out." Chances are they'll learn more by looking for the answer themselves (with your guidance and help) than if you had told them the answer.

Timing and Duration of Program

Do my classes have to be held in the evenings over a period of many weeks?

No, they don't. Some programs can be effectively dealth with in a single one, two or three-hour session. A useful approach is the clinic, defined as one or two meetings totalling about two to five hours. Examples would be clinics regarding shoplifting conducted for retail sales people and store managers, telephone courtesy or grooming for office clerical workers, and new techniques in advertising for restaurant owners.

Depending on the audience for which the programs are intended, they can be held in the daytime and/or in the evening. Since adults almost always have other commitments, it may be more difficult to interest them in a program which is ten weeks or more in duration. This is not to discourage four to ten-week programs if there is a need for them. Examples of programs running about 10 two-hour periods would be: "How to Lead a Conference," "Human Relations Techniques for Department Managers," "Textile Information for Sales People," and "Inventory and Stock Control." Time elements must be determined according to community needs and class design.

Some examples of adult programs previously held in Nebraska:

1. Five weeks, one day per week, two hours per day, evenings.
2. One two-hour session, scheduled before working hours.
3. Three weeks, one day per week, one-and-a-half hours, evenings, plus two three-hour labs held during the two weekends.
4. One week, three days during the week, three hours per session, evenings.

What things should be considered when deciding when to offer the program?

First consult your calendar in terms of these things: vacations, three-day-holiday weekends, peak recreation periods such as fall hunting, shift schedules, hours when working mothers must be at home, peak business periods, travel time to the class location, major sporting and cultural events, and major community activities.

Examples of programs which reflect these demands on the adult student are: a morning short-course on personnel and training techniques offered in the spring before summer hiring; a customer credit course in the fall before the Christmas rush; and an income tax seminar in the fall.

Some Possibilities for Programs

How broad should the subject area be?

Adult programs may relate to one particular topic area, several related areas, or a workshop approach covering several specialty areas. For example:

One Topic Area	Related Topics	Workshop Approach
"Labor Laws" or "Retail Unions and their effect on store operations"	Shoplifting a. Internal pilferage b. Teenage shoplifting c. Adult shoplifting d. Shoplifting laws e. Preventive store layout f. Detective devices g. Store shoplifting policy	1. Labor laws 2. Retail unions 3. Credit vs. cash & carry 4. Window display 5. Advertising 6. Marketing research 7. Constructive criticism techniques

OR

Jingle Bells (A Christmas Program)

a. Basic salesmanship
b. Interior display
c. Gift wrapping
d. Shoplifting
e. Telephone techniques
f. Cash register operations

Can I be creative with course titles?

By all means. Some suggestions are listed below. The first column lists the name of a class; the second column contains a more graphic and interesting suggestion for a course title. Perhaps you'll want to experiment with your own creative ideas for course titles. Check out magazine ads and billboards for idea-starters.

Christmas Sales Training	1. Jingle Bells (A Christmas Program)
Appraisal of Real Estate	2. How Much is a Lot?
Transportation and Distribution	3. Wheelin' and Dealin'
Income Tax Procedures	4. Dealing with Uncle Sam (A Taxing Experience)
Insurance	5. Insurance: A Plan for All Seasons 6. I've Got You Covered (An Insurance Plan)
Investments	7. Investments: A Profitable Experience
Real Estate Salesmanship	8. How to Sell A Lot

What are some more subjects for programs?

The following is a list of possible course titles.

Supervisory Techniques
Advertising & Sales Promotion
How to Train Your Own Employees
How to Get Along with Co-Workers
Visual Merchandising
Human Relations
Management Seminars
Show Card Lettering
Tourist Hospitality
Customer Relations for Reservation Clerks
Customer Relations for Hotel-Motel Employees
Cash Register Training ("Check-Out" Cashiering)
Customer Relations for Service Station Attendants
Sales Training
- Summer Xtras
- Christmas Xtras
- Developing a Sales Personality
- Refresher Course for In-Service Employees

The following classes have been approved by the Nebraska State Department of Education:

Hotel-Motel Management
CLU 2 (Certified Life Underwriter)
CLU 6
CLU 10
Real Estate Salesmanship
Appraisal of Real Estate
Insurance
Investments
Supervisory Management
Marketing Management
Small Business Management I
Small Business Management II
Transportation Safety--DOT
Real Estate
Small Business Management
Supervisory Leadership
Creative Salesmanship
Income Tax Procedures
Retail Management
Basic Sales Training
Advanced Sales Training
Customer Relations
Communications Workshop for Supervisors
Transportation and Distribution
Transportation & Traffic Management Section I
Transportation & Traffic Management Section II
Transportation & Traffic Management Section III
Transportation & Traffic Management Section IV
Transportation & Traffic Management II, Section I
Transportation & Traffic Management III
Transportation & Traffic Management IV
Personnel Management for Supermarket Personnel

The following is a list of course titles and descriptions approved by the Florida State Department of Education. Perhaps you will see a need in your community for a program similar to one described here.

ADVERTISING AND SALES PROMOTION

Advertising

Included in this course are advertising procedures, copywriting and testing, selection and use of illustrations, direct mail advertising, including research and analysis of sales territory, and the coordination of display, advertising, and sales departments.

Display

This course offers training in design, trimming and constructing interior and window display for small stores and large stores. It includes the techniques of display from the idea to the completed construction. Individual problems in window display and trimming are studied in classes held in local stores.

Sales Promotion

This course, designed for all type of sales personnel, covers basic methods and techniques used in sales promotion program development. Research, advertising, merchandising display, direct mail advertising, development of effective sales talks and demonstrations are covered including the coordination of these activities.

BANKING AND FINANCE

Banking Fundamentals

This course offers a study of the principles and functions of commercial banking in the United States and stresses the fundamentals of banking. It explains the operating principles of both small and large banks and gives complete coverage to all ordinary banking procedures.

Credit Management

This course is designed for executive or supervisory level personnel. It concerns itself with a statement and discussion of factors influencing and determining loan policies. Methods of credit investigations and analysis, credit techniques, collection methods, specific credit problems, and regular as well as unusual types of loans are outlined and discussed.

Income Tax Problems for Business

The material taught in this course is based on the internal revenue code. Persons in the tax accounting field who prepare returns for private individuals, merchants, and other businessmen are taught to prepare and keep suitable records for income tax purposes. They are taught to prepare their income tax returns according to legal interpretations.

Negotiable Instruments

This course is built around the provisions of the uniform negotiable instruments law with emphasis upon bills of lading, stock certificates, bonds, certificates of deposit, trade acceptances, warehouse receipts, and other similar banking instruments.

Savings and Loan Principles

This course stresses the basic principles of savings and loan organizations and explains the procedures involved in their operation.

Securities Sales Training

This course is designed for bankers, investment businesses, investment salesmen and others interested in learning the operations and methods involved in merchandising stocks, mutual funds, bonds, and listed and unlisted securities. Analyses are made of a number of different types of investments.

HOTEL-MOTEL TRAINING

Executive Housekeeping

This course develops leadership and organizational ability for supervisory personnel responsible for maintaining an establishment in a clean, orderly, and attractive manner. It includes the basic technical knowledge essential to the position.

Hotel Housekeeping

Training in the cleaning, orderliness, and decorating of a commercial housing establishment, including the purchasing of supplies and equipment for the housekeeping department.

Hotel-Motel Auditing and Posting Machine

This course includes a study of posting charges and credits to guest accounts, correcting errors, balancing cash at end of watch, transferring bills to new accounts, taking trial balance, and proving all transactions made during the watch.

Hotel-Motel Cashiering

This course includes instruction in procedure and mathematics to enable the learner to prepare guest accounts accurately. Posting of charges and credits to individual guest accounts, handling of checks and making change, posting of charges and credits to accounts of non-registered guests, handling of transcripts, and check-ins and check-outs are considered.

Hotel-Motel Front Office Procedures

This course covers the basic duties and responsibilities of front office personnel, i.e., registering and rooming guests, reservations, recording charges and credits, billing guests, checking out guests, preparing transcripts of guests' accounts receivable, and balancing transcripts.

Hotel-Motel Management

This course is designed to cover all phases of hotel and/or motel operation. It includes supervision of employees, room sales, dining room service, bellman duties, and training techniques. All phases of promoting the sales of services offered by the institution are considered, together with accounting procedures.

Motel-Motel PBX Operator

This course includes a study of the manipulative skills involved in handling keys, cards, supervisory signals, dials, extensions, incoming and outgoing local and long distance calls, voice techniques, and courtesy. Proper phrasing, paging, and filling names of guests are included.

INSURANCE

Insurance Sales and Agency Management

The objective of this course is to prepare individuals for insurance agency management and insurance sales management. A brief discussion of insurance history including growth of the industry and methods of operation is covered. The essentials of direct selling, group demonstrations, and the techniques of preparing sales talks are included.

Insurance Sales Training

This course is designed especially for training in the sale of insurance. It includes a study of minimizing and meeting risks, disposition wants, estate questionnaires, securing action, estate creation and conservation, the sales process, and fitting the product to the market.

Insurance Rating

This course deals with the rating problems encountered in a general insurance agency; fire, automobile, casualty, fidelity, and surety. Practice with up-to-date manuals and policies enables the learner to obtain knowledge of the major factors involved in fidelity and surety and insurance rating.

Principles and Practices of Insurance

This course is designed to teach the basic information and skills needed to obtain and retain employment in the insurance business. Basic sales procedures, such as contacting prospects, sales interviews, analysis of insurance policies and programs, are covered.

MARKETING AND MANAGEMENT

Applied Marketing Economics

A study of the applications of economic principles to specific marketing problems encountered by managers of distributive businesses. This short course deals with the national income and its distribution; demand, supply and prices; competition, spending and taxes; international trade and commercial policy; debt management; and money and banking.

Business Management

This course is designed for administrative management personnel concerned with the organization and operation of a business. Typical topics considered include selecting a business location, sales promotion, long and short-term financing, record keeping, managerial aids, and efficient use of personnel and merchandise.

Establishing and Operating a New Business

This course is designed for new and/or prospective managers and/or owners of small businesses. Included in the course are units covering location determination, financing a new business, legal risks, personnel management, market research, and taxation.

Supervisory Training for Distributive Workers

This course includes a study of the basic principles of supervision and how to apply these principles in practice. It covers the job of supervision, the establishment of good human relations, evaluation of job performance, employee training, job advancement, and development of other supervisory skills.

Marketing Executive Development

This course is designed primarily for executive supervisory personnel specializing in merchandising and buying. The more involved functions of marketing, inventory control systems, buying functions, and sales promotion are studied at the supervisory level. Management problems are discussed and typical operation sheets developed for various departments.

REAL ESTATE

Real Estate Appraisals

This course includes a study of the nature and purposes of appraisals, reasons for and use of appraisals, depreciations, income approach, types of appraisals, valuations, maps, values, costs, and markets.

Real Estate Finance

Typical topics considered include the problems involved in obtaining mortgage money, money sources, mortgage liability, foreclosure proceedings, debts and pledges, titles, recording rights, and liabilities of mortgagor and mortgagee.

Real Estate Law

This course covers legal practices and procedures in real estate and includes a study of the legal documents used in real estate transactions. It offers actual practice in the preparation of various legal forms.

Real Estate License

This course includes a study and review of the Florida real estate license law. It covers the field of real estate with particular emphasis placed on real estate law and ethics used by successful brokers and salesmen.

Real Estate Sales Promotion

This course covers all phases of the various ethical techniques used in selling real estate. Fundamental concepts concerning human relationships and various methods used in advertising and promoting the sale of real estate are included.

RESTAURANT TRAINING

Food Service Management

This course is designed for those persons serving in a managerial or supervisory capacity in the food service industry. It includes such phases as, but is not limited to, food purchasing, food costs accounting, food control, food checking, and food sales and services.

Waiter-Waitress Training

This course covers techniques used in greeting guests, seating them, taking orders, serving food, proper sanitation practices, and suggestive selling to aid uncertain customers.

Hostess Training

This course, designed for restaurant personnel, covers the proper way to handle goods, dress, how to take orders, placing of orders, seating and arrangements, dining room service, and ways to make customers' meals pleasant.

RETAILING

Apparel and Accessories (Fashion Merchandising)

Organized subject matter and learning experiences related to the variety of sales, fashion, and sales-supporting tasks performed by employees and management in establishments primarily engaged in selling clothing of all kinds and related articles for personal wear and adornment.

Automobile Sales

This course is designed to prepare individuals for employment as automobile salesman. The course includes sales techniques, prospecting, qualifying, insurance coverage, auto financing, closing sales, and owner follow-up.

Cashiering for Salespeople

This course is designed for salespersons covering machine use, essentials of business mathematics, sales and luxury taxes, and handling of sales invoices.

Farm and Garden Supplies, and Equipment

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management in establishments engaged primarily in selling the basic lines of farm and garden supplies and equipment at retail, at wholesale, or to contractors.

Floral Design and Sales

This course is designed for personnel employed as retail florists. Studies of basic designs and specific sales techniques are covered.

Fundamentals of Creative Salesmanship

This is a basic selling course which covers the sequences that go into making a sale. Course content includes selling in various fields such as retailing, direct and wholesaling areas, and an analysis of the buyer-focused theory of selling. Attention is given to the application of psychological principles to selling problems including buyer motivation, the factor of attention and interest in the sales process, and the attributes of a successful salesperson. The use of visual aids augments classroom activities, and the student has an opportunity to practice selling in the classroom.

Grocery Merchandising (Food Distribution)

Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by employees and management in establishments primarily engaged in selling food for home preparation and consumption or selling a general or commodity line of food products at wholesale.

Hardware, Building Materials

Organizaed subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management in establishments engaged primarily in selling the basic lines of hardware, lumber, building materials, supplies and equipment for home construction.

Household Appliance Merchandising

Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged primarily in selling home appliances.

Interior Decorating for Retail Sales

This course is designed for persons employed in selling furniture, draperies and fabrics, household accessories, carpeting, paint, and other lines requiring a knowledge of interior decoration. Emphasis is placed on presenting information regarding design and color to assist in making more effective sales.

Merchandising and Buying

This course deals principally with training for personnel specializing in merchandising and buying. The functions of the merchandising department, inventory control system, stock turnover, the buying functions, and sales promotion are covered.

Principles of Retailing

This course of study shows the organization and operation of a retail merchandising business. Included is basic coverage of sales, service, sales promotion and advertising, credit and accounting, and administration departments. Also basic coverage is given to such topics as channels of distribution, store financing, personnel problems, and operating statements.

Retailer-Consumer Problems

This course deals with the current status of the market, regulations affecting the industry, buyer habits and trends, and the selling, advertising, merchandising, and distribution of consumer goods. Class interests are analyzed and subject matter is fitted to the needs.

Service Station Management

This course is deisgned for training service station managers and owners. It covers the basic principles involved in this type of occupation. Items such as customer relations, accounting, servicing, and product control are discussed.

TRANSPORTATION

Traffic Management and Rates

This course offers basic information on routing procedures and interstate commerce rules and regulations for the person entering employment in this field. Particular emphasis is given to new developments in the field of traffic control.

Travel Agency and Ticketing Procedures

This course provides information concerning reservation procedures, conducted tours, ticketing, visas and passports, money exchange rates, express, baggage handling, and other problems in local and foreign travel. All methods of travel are covered.

WHOLESALING

Export and Import Practices

This course provides training for entrance into the export and import business. Preparation of forms for import and export duties and taxes on different classes of merchandise are included.

Fundamentals of Modern Wholesaling

Organized subject matter and learning experiences which emphasize marketing functions performed by employees, managers and/or proprietors in wholesale firms which sell goods to retailers, industrial, commercial, institutional and professional users or which bring buyer and seller together.

Warehouse Management

This course is designed for retail and wholesale personnel involved in the merchandising and distribution of salable goods from the factory to the sales counter. Transportation from sources, warehousing procedures, inventory control systems, warehouse to store distribution, insurance and protection from theft and damage, handling costs, material handling equipment, and warehouse labor problems are covered in this course.

SUMMARY

Characteristics of Successful Programs

What are some characteristics of programs that have been successful in Nebraska?

According to a study done by Chrismer in 1960, adult distributive education programs which were successful in Nebraska at that time had the following characteristics:

1. The program had the cooperation and support of the local superintendent of schools.
2. The program had the cooperation and active backing of the local businessmen's association.
3. Activities took place through a local advisory group.
4. The actual promotion of an instructional program was done through local business people.
5. There was long-range planning.
6. There was a close working relationship between the local representatives and the state or regional authorities.
7. There was flexibility in the planning and operation of the program.
8. There was close cooperation between all of the groups involved.
9. Maximum use was made of the available materials, methods, and personnel.
10. There was an informed public.
11. There was a definite financial plan.
12. There was a continuous evaluation and appraisal of the entire program.

Use of This Manual

Must I follow every suggestion in this manual in order to have a successful program?

No way! The only purpose of this manual is to provide some suggestions and ideas which you may or may not decide to use as you plan your own program. The manual should not use you; you should use it in any way that proves beneficial. Do not feel that you are stuck with every suggestion, win, lose or draw. Use only what seems workable and comfortable to you. After all, it's your program! And do feel free to call on each other and on the State Department of Education for additional help. The number at the State Department is (402) 471-2432. A listing of secondary and post-secondary schools having distributive education programs follows this page. The names of the teacher-coordinators responsible for those programs will be available from the State Department of Education about October 1, 1975. Good luck!

SECONDARY DISTRIBUTIVE EDUCATION PROGRAMS

Alliance High School
100 West 14th Street
Alliance, Nebraska 69301

Beatrice High School
215 North 5th Street
Beatrice, Nebraska 68310

Bellevue High School
14th & Lincoln Road
Bellevue, Nebraska 68005

Blair High School
9th & Park
Blair, Nebraska 68008

Broken Bow High School
9th Avenue & North D
Broken Bow, Nebraska 68822

Columbus High School
2200 26th Street
Columbus, Nebraska 68601

Cozad High School
16th & Meridian
Cozad, Nebraska 69130

Fairbury High School
7th & J
Fairbury, Nebraska 68352

Falls City High School
14th & Fulton
Falls City, Nebraska 68355

Fremont High School
1750 North Lincoln Avenue
Fremont, Nebraska 68025

Grand Island High School
2124 North Lafayette
Grand Island, Nebraska 68801

Northwest Rural High School
2710 North Road
Grand Island, Nebraska 68801

Hastings High School
1100 West 14th St.
Hastings, Nebraska 68901

Kearney High School
38th & 6th Avenue
Kearney, Nebraska 68847

East High School
1000 South 70th Street
Lincoln, Nebraska 68510

Lincoln High School
22nd & J Streets
Lincoln, Nebraska 68510

Southeast High School
2930 South 37th Street
Lincoln, Nebraska 68507

Northeast High School
2635 North 63rd Street
Lincoln, Nebraska 68507

Millard High School
14905 Que Street
Millard, Nebraska 68137

Nebraska City High School
Steinart Park Road
Nebraska City, Nebraska 68410

Norfolk High School
801 Riverside Blvd.
Norfolk, Nebraska 68701

North Platte High School
1000 West Second Street
North Platte, Nebraska 69101

Benson High School
5120 Maple Street
Omaha, Nebraska 68104

Bryan High School
4700 Giles Road
Omaha, Nebraska 68157

Burke High School
12200 Burke Boulevard
Omaha, Nebraska 68154

Central High School
124 North 20th Street
Omaha, Nebraska 68102

North High School
4323 North 37th Street
Omaha, Nebraska 68111

Northwest High School
8204 Crown Point
Omaha, Nebraska 68134

South High School
4519 South 24th Street
Omaha, Nebraska 68107

Technical High School
3219 Cuming Street
Omaha, Nebraska 68131

Papillion High School
402 Centennial Road
Papillion, Nebraska 68046

Ralston High School
90th & Park
Ralston, Nebraska 68127

Scottsbluff High School
313 East 27th Street
Scottsbluff, Nebraska 69361

South Sioux High School
3301 G Street
South Sioux City, Nebraska 68776

Westwide High School
8701 Pacific
Omaha, Nebraska 68114

York High School
611 Platte Avenue
York, Nebraska 68467

POST-SECONDARY DISTRIBUTIVE EDUCATION PROGRAMS

Nebraska Western College
1601 East 27th Street, N.E.
Scottsbluff, Nebraska 69361

Mid-Plains Technical Community College
Downtown Campus
North Platte, Nebraska 69101

Northeast Technical Community College
801 East Benjamin Avenue
Norfolk, Nebraska 68701

Central Technical Community College
P.O. Box 1024
Hastings, Nebraska 68901

Platte Technical Community College
P.O. Box 1027
Columbus, Nebraska 68601

Southeastern Technical Community College
Fairbury Campus
924 K Street
Fairbury, Nebraska 68352

Southeastern Technical Community College
Lincoln Campus
720 South 22nd Street
P.O. Box 82889
Lincoln, Nebraska 68501

Southeastern Technical Community College
Milford Campus
Milford, Nebraska 68405

Metropolitan Technical Community College
13202 "I" Street
Omaha, Nebraska 68127

Kearney State College
Kearney, Nebraska 68847

University of Nebraska
311 Teachers College
Lincoln, Nebraska 68508

STATE OFFICE OF DISTRIBUTIVE EDUCATION

Mr. Larry L. Loomis, Director
Distributive Education & Cooperative Education
233 South 10th Street
Lincoln, Nebraska 68508

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